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ABSTRACT

This annotated listing cites newspaper articles, government publications, and monographs dealing with education in Pakistan. Items cited were published between October and December 1980. The listing is organized by subject area. Subjects include: administration, organization, and financing of education; adult education; agricultural education; curriculum; educational planning; educational reforms; elementary and secondary education; examinations; higher education; Islamic education; teaching of languages; libraries; literacy; medical education; professional education; science education; sociology; teachers; teaching methods and media; textbooks; and technical education. The publication concludes with an index of writers. (Author/RM)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Volume 14 No. 4 1980

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October - December, 1980

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ADMINISTRATION, ORGANIZATION AND PLANNING OF EDUCATION

1. ABDUS SALAM, Chodhry. Qaumiae Gai Ta'aleemi Idaron Ki Wapesi (Denationalization of the Nationalized Educational Institutions) --- Imroz (Lahore) October 2, 1980 (U).

The demand to denationalize all educational institutions by certain quarters is based on selfish interests. The old owners want them to run on commercial basis and earn money. It is not correct that the standard of education has gone down after nationalization. It is also not correct that the standard was better when the institutions were administered privately. What the Government should do is to see that the teachers discharge their duties honestly and that they do not force the students to engage them for private tuition. The Government should also see to it that all the institutions are regularly inspected by the education inspectors.

2. CHOUDHRY, Mohammad Tariq. Qaumi Tahvil Mein Aanewale Ta'aleemi Idarey (Nationalization of Educational Institutions) --- Imroz (Lahore) December 18, 1980 (U).

With the nationalization of educational institutions, our teachers have been greatly benefited in respect of salary and pension etc. However, the standard of education has deteriorated tremendously. The annual results of some of the nationalized institutions have shown zero percentage. Now when the Government is thinking seriously to denationalize them in order to improve the standard, there should be no complaints. Most of the teachers feel and they are justified in it, that denatlization by the Government would mean their loss in salary and other benefits. Now it is the duty of the Government to make sure that the previous owners of the institutions follow strictly the same scale of salary and other benefits which the Government have decided for the teachers. It is high time the Government takes immediate steps to improve the standard of education and save the students from frustration.

3. HANIF, Mohammad. Schoolon Kay Liye Alag Directorate Ka Mas'ala (The Problem of a Separate Directorate for Schools) --- Imroz (Lahore) November 8, 1980 (U).

It is sad that for the last ten years, the inspection team has not been functioning at all. One reason for the educational deterioration is the non-availability of the inspection team.

The present directors complain of overwork, and find no time for inspection. The reason for the load of work was the reorganization of directorate in 1973. Prior to 1973, every division used to have divisional inspector/inspectoress of schools. Then Punjab had two regions whose head used to be the regional director. He used to look after the administrative aspects of both the schools and colleges. It is suggested that new and separate directorates of schools and colleges should be created. This will lessen the load of work on one person. The setting up of new separate directorates will not increase the expenditure.

4. HASHMI, Khalid Mahmood. Schoolon Kay Liye Alahda Nizamat (A Separate Directorate for Schools) --- Imroz (Lahore) December 17, 1980 (U).

With the establishment of Divisional Directorate after abolishing the Divisional Inspectorate, school education has been greatly suffering. Since the Divisional Director comes from the colleges, he cannot pay proper attention to the problems of the schools. In the present administrative structure, no Director has ever inspected any school. This negligence has affected the standard of education in schools. If a separate Directorate is established for schools, the following benefits are expected: a) The standard of education will improve. b) The problems of school teachers could be solved easily. c) The school teachers would get congenial atmosphere. The separate Directorates for schools are working satisfactorily in other provinces of the country. Although the new Education Policy has suggested setting up a separate Directorate for Schools in the Punjab, it is surprising why this is not being done.

5. KHALID, Mohammad. Education As Liability --- Dawn (Karachi) December 20, 1980.

How much are we spending on education? In 1947, expenditure on education was less than one per cent of the G.N.P. In the next ten years it reached only 1.2 per cent. During the last few years, the expenditure on education has ranged between 1.3 per cent to 1.8 per cent of the G.N.P. This represents one of the lowest levels of investment in education anywhere in the world. This clearly shows that education has not been given due importance in Pakistan. Less than 20 per cent of our population is literate. Of these more than half have not gone beyond the primary stage. In most countries, primary education is free and compulsory but in Pakistan even after 33 years, it is still a dream. It is our indifferent and business-like attitude towards education which is the main cause of the deterioration of our educational standards. An insecured and ill-fed teacher

is not supposed to give his best to his pupils. Is it not a fact that most of the private schools are being run on commercial basis with lowest paid teachers? Classes are overcrowded. Library and playground facilities are not available, and fee is beyond the reach of even middle class people.

6. MULJEE, Haider Ali. Denationalizing Schools and Colleges --- Morning News (Karachi) December 5, 1980.

During the British rule education was confined to the elite. Many people with talents could not make headway because they lacked opportunities of education. Nationalization of education has provided many classrooms and the attendance of poor children in schools has risen three times. Otherwise education was monopolized by the elite of Pakistan. Therefore, in no circumstances at any stage schools or colleges be denationalized. While retaining nationalization of colleges and schools there is no ban on the elite of the country having their own private schools or colleges at whatever cost they like.

ADULT EDUCATION

7. ALI, Ahmad. Adult Education --- Dawn (Karachi) November 8, 1980.

The report that the Punjab Government is to open 1, 114, adult education centers in Rawalpindi Division gives rise to the hope that this much neglected area of education is to receive some attention after all. No concerted efforts has so far been made to launch an adult education program on a massive scale in a move to eradicate illiteracy. Primary education should, no doubt, receive the first priority in the Government's program, but in the absence of a simultaneous drive to spread literacy among the adults, the plans for primary education cannot really be productive. The high rate of dropouts from primary schools can never really be reduced without the cooperation of enlightened and educated parents. What is needed is an integrated approach to adult education with emphasis on motivation, instruction, follow-up and a steady flow of literature. Only a massive campaign sustained by genuine will on the part of the Government can make an impact on the literacy ratio in the country.

AGRICULTURAL EDUCATION

8. MUKHTAR, Ibne, Zar'ee University, Faisalabad (Agricultural University, Faisalabad) --- Imroz (Lahore) December 24, 1980 (U).

Agricultural University, Faisalabad, has been facing different problems. Attention should immediately be paid towards equipping the university library with latest books. The laboratory also needs immediate attention by the authorities. Important apparatus is not available in the laboratory. In view of the importance of agriculture, the Government have included the subject of agriculture in matric class. However, it is unfortunate that this subject has been withdrawn in F.Sc. As a result, the students from rural areas who like to take admission in F.Sc. for agricultural subject, are deprived of this facility. This will certainly affect the importance of agriculture in the country. It is, therefore, necessary to restore the course of agriculture in F.Fc. class.

CURRICULUM

9. JALAL, Khadija. Nisab-e-Ta'aleem (The Syllabus) --- Nawai Waqt (Rawalpindi) December 3, 1980 (U).

It is unfortunate that our teachers are not consulted while preparing the syllabus. Mostly foreign educationists are consulted who are not familiar with our culture, religion, language and problems. Then our bureaucrats who are foreign trained and have no knowledge of our own curriculum are given preference over our teachers. Immediate attention is needed to the syllabus of primary. The number of books prescribed in the present syllabus is beyond the capacity of our students. If the present number of books is not reduced, the result will be disastrous. Pakistan is an ideological state and hence her requirements are quite different. Western type of syllabus will not serve our purpose.

10. KHAN, Hafizur Rahman. Intermediate Ka Naya Nisab (New Syllabus of Intermediate) --- Imroz (Lahore) October 8, 1980 (U).

Far reaching changes are being introduced upto the level of Intermediate education starting from the next academic year. It is heartening that subjects like Ideology of Pakistan and Islamic Ideology have been made compulsory. Another step is the end of the arts classes which do not serve any purpose. Teaching of mathematics and economics will be given key position. An

unfortunate change is the fact that in the new syllabus two hundred marks for compulsory Urdu have been reduced to one hundred. It means that the status of Urdu has been reduced as compared to all other subjects. It shows that Urdu is not going to be made the medium of instruction. In the proposed syllabus it is also provided that if any province wants, it can allocate 50 marks of Urdu for the regional language.

EDUCATION PLANNING

11. ALI, Ahmad. The State of Education --- Dawn (Karachi) December 27, 1980.

The National Education Council which was set up on the recommendation of the National Education Conference held in October 1977 is to hold its first session early next month. It speaks of the general apathy towards education in this country that a body which was envisaged as a watchdog organization with the all-important role of "looking after" education has taken over three years to materialize. Another recommendation to emerge from the Education Conference was that while higher education be regulated in order to relate it to employment opportunities in the country, ample scope should be provided for diversified vocational and professional streams. Unfortunately this basically sound concept has yet to find practical application. The imbalance in education continues as before. In spite of detailed measures recommended by the Education Conference, the textbook boards have proved incapable of overhauling the system of publication and production of school books.

12. CHIMA, Mohammad Asghar. Tadreesi Aur Intezami Masa'il (The Teaching and Administrative Problems) --- Nawai Waqt (Rawalpindi) October 23, 1980 (U).

Some of the suggestions to improve the standard of education are given as under: 1) Teaching professions should be given the same importance as that of military profession. 2) All the teachers should be trained on Islamic lines. 3) Syllabus should be prepared keeping in view the religious, social, mental and economic needs of the people and should not be changed before at least ten years. 4) More schools are needed to be opened at places where they are seriously needed. 5) There should be uniformity in tuition fee and syllabus in all primary and middle schools in the country. 6) Enquiry should be held against English medium schools which are charging exorbitant fee. 7) Inspection team should be set up to inspect all the schools. 8) All three cadres that is General Cadre, Pre-nationalized Cadre and Nationalized Cadre should be amalgamated into one

cadre. 9) All the college lecturers should also be given vocational training. This will help them to give better results.

13. TARIQ, Mohammad. Qaumi Tahveel Mein Liye Gaye Ta'aleemi Idaray (Nationalized Educational Institutions) --- Nawai Waqt (Rawalpindi) December 14, 1980 (U).

There are some who are not in favor of nationalization of educational institutions. They want the educational institutions to be denationalized as early as possible. Often they argue that with the nationalization the standard of education has considerably deteriorated. This is not true. This is also not true that the standard of education was very high in all the private institutions. Hasty decision will not solve the problem, if there is any. There are many other factors for the deterioration of education, like bad planning, faulty textbooks, ill-paid teachers etc. Unless these factors are looked into, the standard of education will continue to deteriorate whether educational institutions are nationalized or denationalized.

EDUCATION REFORMS

14. HASHMI, Khalid Mahmood, Nizam-e-Ta'aleem (The System of Education) --- Imroz (Lahore) December 10, 1980 (U).

Serious thought must be given to both the primary and higher education in our country. The standard of primary education has particularly deteriorated in rural areas. Higher education also needs much improvement. In order to raise the standard of education, cooperation of both the parents and the teachers is necessary. Teaching of Arabic it is suggested needs to be made compulsory upto the standard of matric. The teaching of science should be made purposeful. The syllabus of English at the level of B.A. has been made easy and short. English need to be declared as optional subject at the level of inter also. Teaching of Arabic and Persian should be promoted. It is high time that a pragmatic policy on education is formulated and announced by the Government and introduced throughout the country. Many commissions on education were set up in the past and recommendations made but all failed to raise the standard of education.

15. KHAN, Mohammad Azim. Education --- Dawn (Karachi) November 18, 1980.

Our universities do not appear to have a uniform policy and seem to move by whims. Education has to be properly planned in

the enlightened interest of the nation. There are three aspects of education which should in particular be studied by experts before appropriate curricula are worked out. First, there is the religious education. Its importance is self-evident. It should be taught up to the degree stage, like other important subjects. Next comes civics which is just another name for patriotism. It must form part of university education. And the subject should be taught to the students not only through books and lectures but through practical performance. And the third, by no means the least in importance, is discipline.

ELEMENTARY AND SECONDARY EDUCATION

16. ALI, Amanat. Why Cambridge System? --- Dawn (Karachi) December 21, 1980.

In the Cambridge system, the pupils in the past were mostly drawn from aristocracy and the elite. However, after independence, quite a large number of day public schools were established by various organizations and they were patronized by the bureaucracy and the upper middle class. The Cambridge classes were opened in them and in well-established missionary schools for boys and girls in view of the growing demand for that type of education. Boys and girls going through this type of education get an easy access to prestigious jobs.

Our own bureaucrats in Education Department have drafted the Matriculation Syllabus which includes the national language, Islamiat and a couple of other subjects. They prescribe this mixture to the masses but they find it unpalatable for their own children. For them, they find the Cambridge syllabus to be more useful.

17. QADRI, Mrs. N. Private Coaching --- Dawn (Karachi) December 22, 1980.

The Education Department, while disallowing Senior Cambridge as regular teaching and allowing private coaching, has created a special class of students. Schools which do not have the arrangement for private coaching will now be compelled to make arrangement for Senior Cambridge as regular teaching and allowing examination. As has been observed, last year when the Government introduced Urdu in Class I, many parents withdrew their children from schools which followed this directive and got them admitted to those schools which had not done so.

Very soon regular teaching of Matric students will be reduced and almost every other school will turn into a coaching center for preparing "Senior Cambridge Students". It is felt that such permissions should not be given to any school.

18. ZAMAN, F.D. School Mathematics --- Pakistan Times (Rawalpindi) December 16, 1980.

The curricula and syllabi need revision every now and then to keep **pace** with the rapid development in the world. But the changes should not be made on an ad hoc basis without making a deep study of all aspects of the problem. The change to the set theory at primary level was not preceded by this essential exercise. There were no expert discussions on whether this approach could be successfully introduced in our schools and, if so, what the outcome of the new curricular would be. The training programs also failed to orientate teachers in favor of the new approach. These points are supported by the fact that about 95 per cent of the candidates in the secondary school examination of the Lahore Board do not attempt the questions related to the set theory. The failure rate in maths in 1979 was as high as 32% at secondary school level.

EXAMINATIONS

19. ALI, Amanat. Examination System --- Dawn (Karachi) November 22, 1980.

In the battle of wits on the semester system, the students have once again scored a victory over their teachers. The causes of our failure are obvious. We were enamoured of the glamour of the system and so we tried without studying the implications involved in its implementation and without providing necessary training to our teachers. It will not be out of place to mention that a somewhat similar experiment was tried in 1962. Under an executive order on the recommendations of Commission on National Education, internal evaluation for 25 per cent marks in each subject for tests and assignments was introduced in the midst of the academic session 1962-63. After unsuccessful trial for a couple of years, the scheme was quietly withdrawn. Whatever may be the method of our examination, it has no doubt generated considerable hostility amongst bogh teachers and the students. The teachers blame their students for using unfair means to pass their examinations. The students, on the other hand, find many faults in the administrative arrangements for conducting the examination, the nature of question papers, subjective mode of assessment, favoritism or hostility in

marking and considerable delay in the announcement of results.

20. ALI, Syed Inkesar. Talaba Mein Naql Ka Rujhan (Tendency of Cheating in Examination among Students) --- Jang (Rawalpindi) November 24, 1980 (U).

The present system of examination to has become outdated. Majority of our students get through the examination without even opening the text-books. They just take the help from guide books and guess papers, memorise the answers and pass the examinations. These guide books and guess papers have greatly affected our educational standard. Use of guess papers and guide books should be banned. The preparation of examination papers also needs our attention. Same questions are repeated year after year. The result is that the students memorise the answers and pass examination easily. Some suggestions are provided to stop the use of unfair means.

21. AZIM, Mohammad. Semester Sistem (Semester System) --- Nawai Waqt (Rawalpindi) October 15, 1980 (U).

The Academic Council of the Punjab University has finally decided to do away with the semester system from the next academic year, and has also appointed a committee comprising of educationists and senior teachers to suggest another system of examination. Semester system was started in our universities some ten years ago on the pattern of the United States. But we never bothered to think if this system was workable in our country. We also never thought about the resources we need for the successful running of the system. The lack of library facilities is a well evident fact. Now the University Grants Commission must decide without delay the future system of examination.

22. HASHMI, Khalid Mahmood. Semester System Kiun Nakam Hua? (Why did Semester System Fail?) --- Imroz (Lahore) November 5, 1980 (U).

Every system has its own needs, merits and demerits. But the educational system is such whose needs are very important. The success of this system is the success of a nation. Our country is under-developed because still we have not an organized and effective system of education. Even after independence we continued with the system of education we inherited from our colonial masters. Recently that system was replaced by the semester system. Though this system was also imported from abroad but it was expected that it would help improving our education. For a time this system worked well. But then it

became **unworkable.** The students started indulging in unfair means in the examinations, and teachers began favoring undeserving. Another important cause of the failure of the system was the non-availability of books in the library. The success of this system very much depends upon the well-equipped library.

23. HAYAT, Nazar. Semester System --- Pakistan Times (Lahore) October 27, 1980.

It seems the students are only a play-thing in the hands of higher education authorities. Trial and error no doubt, are basic prerequisite of progress but errors alone, one after another, cannot deliver the goods. Every one knew that the semester system was not suitable for our social-cultural environments. Even the people who implemented it knew full well that due to lack of library facilities and high ethical values, this system is deemed to end in a fiasco. It has become our national trait to extol a thing at celestial heights at one time and mercilessly condemn it a little later. This attitude has done much harm in the past and it portends no good in the future either. When this system was introduced, the higher authorities looked just at the bright side of the picture and now that system is considered the embodiment of all evils.

24. IDREES, Mohammad. Examination Racket --- Pakistan Times (Rawalpindi) December 15, 1980.

The racket of switching answer-sheets has just been un-earthed. There are two aspects of this racket. Switching the answer-books means that two parties are affected. The party that offers bribe is able to gain unfair marks and obtains an undeserved educational qualification. On the other hand a good student suffers in the process. The switched-answer sheets are allotted to good students who then do badly in the examination. This happens often enough. Good, hard-working students unaccountably fail or get poor marks. In cases where students ask the board to scrutinise their answer sheets, they are not allowed to see them. They simply have to accept the verdict of the examination staff. As a first corrective measure, the Government should allow the student to see his answer-sheets when he feel that his result has fallen short of his expectations. There is no other counter-measure to the racket of switching answer-sheets.

25. JALALPURI, Arshad. Talaba Mein Naql Ka Rujhaan (The Trend of Cheating in Examination in Students) --- Nawai Waqt (Rawalpindi) October 28, 1980 (U).

The use of unfair means in examinations has increased tremendously. In spite of the fact that every year a good number of students are caught red handed in the examination hall, the use of unfair means is still on increase. The result is that the standard of education has gone down. Defective syllabus, faulty educational policy and the outdated system of examination have created unrest among students. Viewed against this background, the situation could only be improved if the whole educational system is overhauled. What is most seriously affecting the standard is the use of unfair means in examination hall. This trend has assumed formidable shape. Students openly cheat from the books. If they are asked not to copy, they threaten the invegilators with dire consequences. The only course open is to change the atmosphere of the educational institutions.

26. JAVAID, Tariq. Exam. in Parts --- Pakistan Times (Rawalpindi) November 10, 1980.

The pass percentage in the Intermediate examination of the Lahore Board has fallen by five percent this year, and is likely to deteriorate if steps are not taken to check it. The examination policy of the Board is such as encourages the students to fail in their weak subjects rather than get third division - or even second in science groups. According to the rules, a student who fails in one, two or three subjects can take the examination again only in those subjects and given three chances for that. But a student who clears all the five subjects must take the examination in full if he wants to improve his division. And for this he is given only one chance. Now, this compels every student to take the examination in parts. This method has become so popular that many candidates deliberately fail in subjects which they have not prepared well. Two corrective measures are suggested.

27. MALIK, Rafiq. Exam. New System --- Pakistan Times (Lahore) October 13, 1980.

Following the abolition of semester system, Punjab University is reported to be busy formulating a new alternative method of examination. For this purpose the University has contacted experienced teachers and educational experts to get their views and proposals. The University Grants Commission has also kept in touch with the universities with a view to developing a new method to test students' learning ability and intelligence.

Old system of examination was discarded because of its defects. Then the semester system was tried which also failed to meet our requirements. We might experiment with an alternative system, but we cannot succeed unless we check the malpractices of using unfair means in examinations and dishonesty in marking.

28. TUFAIL, Shahnaz. Education Muddle --- Pakistan Times (Rawalpindi) November 8, 1980.

No one would disagree with the Federal Public Service Commission's report that the students who did their M.A./M.Sc. in third division under the comprehensive system, are more competent than those getting 'A' grade under the semester system. But this is also a fact that this candid report goes against the education authorities and not against the students, because it was not they who demand a change. Contrary to it, the students protested at a mass level on the introduction of this system. No doubt educational standards have fallen but the responsibility lies with the education authorities. So it is suggested that all those who did their post-graduation under the semester system be recalled for refresher courses and the expenditure be borne by the responsible authorities.

HIGHER EDUCATION

29. HAIDER, Javaid. College Denationalization --- Dawn (Karachi) November 24, 1980.

The first point raised in favor of denationalization is that the standard of education has deteriorated under nationalized management. While this is true for some insitutions, it is a fact that some institutions have improved under nationalization. In fact, the standard of education depends less on this factor and more on the factors like finances, capabilities of students and teachers, their attitude towards learning, teaching aids and methods employed etc. Besides, education is very much linked with the social structure and conditions. If there is a decay in the society, education is bound to suffer. These, in our opinion, are the main factors responsible for any drift in the standard of education. We feel that higher education is the responsibility of the State. Only the Government can solve the problem confronting education which are immense and complex. Educational standard can be raised if the Government channels provide more money, attention and a positive attitude.

30. LATIF, Nargis. Our Universities: Approach to Learning --- Dawn (Karachi) December 24, 1980.

In most universities of the world, it is essential for a post-graduate student to produce a thesis to qualify for a degree. This concept should be introduced in Pakistan as well. A compulsory requirement such as this will seriously involve students in research work. It is said that people learn not directly from the university but from an ideal atmosphere prevailing there, where freedom of thought is taken for granted, and discussion and debate form an integral part of the curriculum. In the absence of these activities a university becomes merely an extension of the school where discipline ranks above everything else. In our universities, while the Arts students do have access to a sprinkling of seminars and debates, the Science students live in a sterile atmosphere throughout the year. Students need not only a stimulating intellectual environment at the university itself, but need to be aware of the social, civic and political processes in the outside world, so that they are prepared to participate as good citizens in later years.

31. NIAZI, Ghulam Yasin Khan. Intermediate Ka Naya Nisab (New Syllabus of Intermediate) --- Nawai Waqt (Rawalpindi) November 25, 1980 (U).

No other subject has been given so much importance as the subject of mathematics in the new syllabus of Intermediate. Maths. is no more a compulsory subject. It has been made an optional subject. Even then it enjoys more importance than the compulsory subjects. The subject carriers two hundred marks and cannot be changed by any other subject, if a student wants to do so. In other words, being an optional subject, it has become more important than the compulsory subjects. The change in the syllabus of intermediate will also affect the teachers. The period of teaching Urdu and English has been reduced to half. It means that the number of teachers for these two subjects will also be reduced. Moreover, a great number of maths teachers will be needed in the light of the importance that this subject has assumed.

32. NIAZI, Ghulam Yasin Khan. Naya Intermediate Nisab-Chand Amli Mushkelat (The New Intermediate Syllabus-Some Practical Difficulties) --- Nawai Waqt (Rawalpindi) November 22, 1980 (U).

With the introduction of new intermediate syllabus the non-availability of new text books will be a big problem. The new

syllabus will be introduced from the new academic year starting from September next. It means that the new text books must be available in the market in August. It is very difficult to produce required quantity of books in time. It is better to postpone the introduction of new syllabus for at least two years. Frequent changes in syllabus disturb both the teachers and the taught and affect the standard of teaching.

33. QURESHI, Abdul S. College Denationalization --- Dawn (Karachi) December 7, 1980.

It is ironic that educated people should consider education "unproductive". If the Government should be relieved of the self-imposed burden on its exchequer, then the same could be said of a score of other "self-imposed" burdens. Is it not true that education is the most important factor in planning the future of a country? The Government is, therefore, called upon not to undo nationalization but fully concentrate on overcoming the problem confronting education. It is high time we abondoned the policy of concentrating on elementary issues under the false pretext that the past is better than the present. Denationalization will only allow education to go to dogs.

34. ZAFAR, Mohammad. College Denationalization --- Dawn (Karachi) December 1, 1980.

If the taken-over colleges are denationalized, the Government will be relieved of the burden on exchequer. If we return the taken-over institutions to their former owners, we will have nothing to lose. On the contrary, we will gain tremendously. On the one hand, the Government will be relieved of an unwanted, self-imposed burden on its exchequer and, on the other, the standard of education will rapidly improve under private managements. It is said that higher education is the responsibility of the State, which alone can solve the problem confronting education. The Government, despite its best efforts, has not been able to solve this problems due to its meagre resources. This problem can only be solved if, instead of increasing the liabilities of the Government in this sector, they are reduced. And this can only be done by sharing these liabilities with the private sector.

ISLAMIC EDUCATION

35. NASIR, S.M. Religious Education --- Morning News (Karachi) October 16, 1980.

It is a fact that the existing national education policy is unable to inculcate Islamic spirit among the students. It is, therefore, most important to include religious books in the course so that the students may have a chance to study and understand their religion. The plight of the students of religious Madrassahs represents a grim picture of religious education in our country. The religious education which has been discouraged in the past must receive encouragement now with the resurgence of Islamic spirit in the country. The students of religious institutions should be provided all those facilities which are enjoyed by the students of other schools and colleges. Syllabus of religious institutions must be suitably changed and after completion of their education these students should be provided all jobs that are available to others.

LANGUAGES, TEACHING OF

36. ADIB, Syed Mazhar Ali. English Ka Naya Nisab (New Syllabus for English) --- Mashriq (Lahore) November 4, 1980 (U).

The University of Punjab has decided to change the old English syllabus for B.A. In future instead of six there will be only two books for prose, while the number of poems will be reduced from 112 to only 30. There will be only two examination papers instead of three. This is a revolutionary step.

It is a great tragedy that every year majority of students fail in English paper in B.A. examination. The new syllabus, it is hoped, will help improve the standard of English teaching. It is suggested that the meanings of difficult words should be given at the end of the book. Notes should also be provided to the students so that they avoid guide books. Care should be taken while selecting the portion of poetry.

37. ALI, Amanat. Teaching of English --- Dawn (Karachi) November 1, 1980.

Even after spending a total of seven years at the intermediate level and nine years at the degree level in learning the English language, the students' abilities in comprehension and

expression remain much below the desired standard and hence the need for Remedial English course for career-oriented program. The causes of this state of affairs are not far to seek. We should know who are teaching English and how are they teaching this subject. So far as the colleges and the universities are concerned, the requirements are a Master's degree in English for all teachers of English. They are expected to develop reading, comprehension and expressive abilities if already not acquired by ir students at the secondary stage of education. Now let us examine the qualities of teachers of English in secondary schools. In 90 per cent of the secondary schools in which the medium of instruction is either Urdu or Sindhi, the teachers of English are not qualified to teach English.

To improve the teaching of English, the Department of Education can recruit graduates in English language and literature for secondary schools in Grade 14 and 16.

38. GUL, Nasir Ahmad. A'ala Sanvi Jama'aton Kay Liye Urdu Ka Naya Nisab (New Urdu Syllabus for Higher Secondary Classes) --- Imroz (Lahore) October 13, 1980 (U).

New syllabus for higher secondary classes has been introduced last year. Recent changes have perhaps been introduced in view of lengthy syllabus. Some of the serious mistakes committed while introducing the new syllabus, have created doubts in the mind. In shortening the syllabus, most of the reknowned Urdu poets and writers have been completely ignored. Only two pieces ficition have been included in the new syllabus. This change would not bring about any improvement. It is, therefore, suggested that more representative poets and writers should be included in the new syllabus. Let the new syllabus be withheld from circulation till such time another syllabus is prepared.

LIBRARIES

39. MALIK, Rafiq. Punjab University Library --- Pakistan Times (Rawalpindi) November 27, 1980.

The Punjab University Library, Lahore, was established alongwith the University in 1882. In 1915, the University authorities invited Mr. Asa Don Dickenson, Librarian of the University of Pennsylvania, U.S. to reorganise the library on scientific lines. He organized the library on modern scientific lines, prepared an upto date dictionary card catalogue, and started a training class for librarians. Under his advice, books were put on open

shelves instead in locked almirahs. Mr. Dickenson intended to extend the working hours of the library from 8 A.M. to 12 midnight but he could not do all that he wanted to on account of his short stay. The need for extension in working hours was quite obvious and arrangements were made to that purpose in 1961. The University authorities considered this issue and planned to run the library in two shifts instead of one. Now again the university has decided to reduce the working hours. Not only that, the books which were placed on open shelves in 1915 are being consigned to locked almirahs.

40. USMANI, M. Adil. Adult Education Through Libraries --- Pakistan Library Bulletin (Karachi) 11 (3-4): i-viii, September - December, 1980.

Pakistan is an Islamic country. It is the duty of every person living in this country to educate himself and spread knowledge among all. Despite the efforts made by the Government and the people to educate the masses, the literacy rate of the country is miserably low; specially in rural areas.

The efforts made by the present Government in the direction of educating the young ones and the adults are praise-worthy. The National Education Policy 1978 placed more emphasis on primary education and on the education of the adult illiterates, and efforts are being made to achieve the objectives of total literacy within the shortest possible time.

It is pointed out that libraries can play a very important role in spreading and sustaining education, specially among the adults. Schemes were also made in the past to use libraries as education centers. but no serious efforts were made in this direction. It is a fact that the most suitable, economical and feasible solution of adult literacy problem is to use the primary schools and their libraries for teaching and continuing education. If our Government sincerely makes libraries as an integral part of each and every program of education and research, there definitely will come an intellectual revolution in the country.

LITERACY

41. ALI, Ahmad. Mass Education --- Dawn (Karachi) December 31, 1980.

The establishment of the literacy and Mass Education Commission

to devise strategies for formal and non-formal approach to the eradication of illiteracy is timely. One hardly has to be reminded that with a literacy ratio of 24 per cent, Pakistan is lagging far behind many other developing countries in the field of education. The impulse for a mass drive against illiteracy will have to come from the Government. Although the strategy to be devised could, in the final analysis, determine the success or otherwise of the literacy program, there are two other aspects which also need urgent consideration. In the first place, if the Government is truly committed to its policy of eradicating illiteracy within a reasonable period of time, it will be expected to commit more funds to this important task. Secondly, if the Commission being set up is to be a really effective body, special attention has to be paid to its composition. The significance of adult education has by and large been lost on the planners in Pakistan. In the sphere of formal education, the need to open more primary schools and train more teachers has been repeatedly emphasised. The ratio of primary school enrolment in this country is one of the lowest in the world.

MEDICAL EDUCATION

42. BURNEY, G.A. Medical Education --- Dawn (Karachi) November 13, 1980.

Admission in our medical colleges has become a problem for the colleges, the Government, the students and their parents. Following suggestions are made: 1) The present district quotas should be discontinued after three years. 2) The present regional system of admission in different colleges in the province need to be ended immediately. 3) In order to have uniform merit test the Health Department should conduct its own tests. 4) All reservations in admission need to be ended in three years. 5) The admission should be the responsibility of the Principals and their senior staff. 6) The seats should gradually be reduced in order to promote better teacher-student ratio and to provide better facilities of teaching and training for the students. 7) The Girls medical college at Nawabshah should have co-education.

43. MALIK, Arshad Pervez. Medical Students --- Pakistan Times (Lahore) October 28, 1980.

Medical students in Pakistan are so examination-oriented that they have developed a built-in mental apparatus which start functinning only a little before the examination schedule starts.

This yearly cycle goes on repeating itself till one day the student is told that he is a doctor. Do the students study with a professional attitude of learning things which would be useful in their medical career? No. As a matter of fact, they just mug up some expected questions. Moreover, teachers also deliver their lecture as a sort of answer to preconceived questions which the students might be put in examination. This state of affairs needs looking into. To make medical students study all the year round regularly and systematically, the importance attached to yearly examinations should be reduced so that a student is not judged by how he fairs at the year's end but also by what he does during the year.

PROFESSIONAL EDUCATION

44. National Book Council. Report on Upgrading Course in Book Selling --- Lahore, National Book Council. 87 p. 1980 (U).

Under an upgrading scheme for the personnel of the book trade, National Book Council of Pakistan organized a one-week training course in the progressive techniques of bookselling from 30th August to 4th September, 1981 at Lahore. This is a report of the training course which gives details of the training course, including lectures and program.

The lectures delivered during the training course included: 1) What is bookselling; 2) Economics of Bookselling; 3) Distribution system of Books in Pakistan and problems; 4) Bookselling in developing countries with special reference to Pakistan; 5) The relationship of a bookseller with publisher, reader, librarian, etc.; 6) Display, publicity and production of books; 7) Qualities of a good salesman; 8) Purchase and care of stock; 9) New trends in Bookselling; 10) Sale of imported books, with reference to scientific and technical books and 11) Bookshop management.

SCIENCE EDUCATION

45. AHMAD, Afzal. Science Education --- Pakistan Times (Rawalpindi) November 8, 1980.

That the education of science in Pakistan was in a state of decline had been known through periodic surveys but the true extent of the scandal has been made public by a study undertaken

by the University Grants Commission. There are serious shortcomings in the teaching of the sciences that can be blamed only on the people involved in the system. By devoting ourselves to the production of hastily-trained doctors and engineers, we firmly closed the door on qualified manpower to run our technology-related sectors and profession of teaching. After the intermediate level, where pre-engineering and pre-medical enterance qualifications are determined, interest in the subject of science becomes marginal and graduate classes in colleges become the refuge of the disinterested pupils and equally inept teachers. A developing country must devote itself whole-heartedly to the sciences which constitute the key to material progress of the people. Our educational system has had to bear the pressure of a literacy drive that maintains its tempo up to graduate and post-graduate levels. It is now time to alter our basic priorities in the field of science education.

46. HAIDER, Sajjad. Science Teaching --- Pakistan Times (Rawalpindi) November 10, 1980.

A basic change is required in the method of teaching science subjects in colleges. It has been found that one thing about which the students are least bothered is the textbook. A large majority of them, while attending a science lecture, open their rough note-books and got down some of the points of the teacher's lecture. Throughout the session the students mainly rely on lecture notes. They turn to the books only when there are no more lectures and the examination is at hand. Then they find themselves in difficulty. With the textbooks they are not familiar and the lecture notes are not sufficient. If science lecturers make it compulsory for all students to bring their textbooks and follow the mode of teaching adopted by language lecturers, the students are bound to give much more than they do now.

47. MINHAS, Wahid. Science Ki Tadrees (The Teaching of Science) --- Imroz (Lahore) October 25, 1980 (U).

There is no arrangement of teaching science in most of the nationalized schools. Due to non-availability of teachers, the teaching of Algebra and Geometry in particular is suffering. In most of the schools of Lahore and other adjoining areas, no proper arrangement is available for the teaching of science and mathematics. In some of the Government schools, the teachers are available for the teaching of science and mathematics. But the number of students is so big in one class that a teacher fails to pay proper attention to each and every student. The over-all progress is not satisfactory. A laboratory which is meant for thirty or forty students cannot be enough for one hundred students. In view of the increasing number of students,

the authorities should appoint more science teachers and extend the facilities in laboratories.

SOCIOLOGY

48. HAIDER, S.M. Non-formal Population Education --- Pakistan Times (Rawalpindi) November 23, 1980.

Ignorance and illiteracy among the peasants are the root cause of the persistence of wrong habits of living. If people in villages are imparted non-formal family education, they would pick up new ideas from the outside world. Education for family life should be imparted on an extensive scale. For that purpose there should be improved education for members of both sexes in preparation for family life, including knowledge of family law; educational campaigns aimed at persuading all members of the family to share in domestic responsibilities and duties and widespread dissemination of knowledge of family planning as a means of promoting planned and responsible parenthood. The non-formal population education program can be instituted through the exhibition of films.

TEACHERS

49. AFAQ, Mohammad. Teacher's Dilemma --- Pakistan Times (Lahore) November 3, 1980.

Concern is being expressed over falling educational standards, with reference to both students and teachers. What is the cause of this educational mess? There is always more than one cause to any problem, but the one that tops the list in this case is the failure of the teachers. Experience shows that a person is either a born teacher or he is not. The teaching vocation cannot be acquired through acquisition of authority over one's subject or even the art of communicating knowledge, but an inner urge for the fulfilment of one's potentials. Nothing but teaching vocation alone will satisfy such a person. Moreover, a born teacher finds joy in sharpening the students' intellect and helps in the blossoming of their talents. It is unfortunate that majority of teachers are, now-a-days, not honest to their profession. They join this profession only when they do not find other avenue to get in.

50. HASHMI, Khalid Mahmood. Tuition Ka Mas'ala (The Problem of Tuition) --- Imroz (Lahore) December 3, 1980 (U).

The problem of tuition in our present system of education needs immediate attention. Lately the Government have forbidden the teachers to take up tuition. This is a heartening news. Despite this, however, certain teachers are still involved in this practice. This is a negative attitude which must be stopped forthwith. Often it has been observed that those students who engage teachers for private tuition are given special attention by them. In view of this those students who do not engage them are deprived of their special attention. This attitude of teachers must be discouraged and stopped.

51. IFTIKHAR, A.A. Teachers' Problems --- Dawn (Karachi) November 14, 1980.

It has become a fashion these days to denounce teachers for all educational ills. Why should we then, as a matter of fact, expect first class standard from teachers who are paid a third class salary. Since the days of foreign domination, formulation planning and implementation of the educational policy has remained out and out, in the hands of the bureaucracy. The working teachers have been deliberately debarred from influencing the educational process in any manner. It is high time we did something towards bettering situation. How long nationalized college teachers will be denied a sense of security? Without uplifting the teaching community, the dreams of general enlightenment and national progress could hardly be realised.

TEACHING METHODS AND MEDIA

52. ABBAS, Qamar. Medium of Instruction --- Dawn (Karachi) December 22, 1980.

The matter of adopting Urdu as a medium to replace English and the falling standards of our schools is agitating the minds of parents and the educated alike. The result is that those who can afford are sending their children abroad for education. There is no harm in creating a lingua franca for a nation, but side by side, the regional languages have right to develop and exist. The Federal Government will be well advised to leave the question to the provinces and allow English medium schools to exist in private, where those who could afford to pay the fees, could educate their children in any international language. The Government at the same time should have Urdu as the medium of education to translate the relevant school and college books and

research and scientific books into Urdu.

53. ALI, Sardar. Urdu Mein Ta'aleem (Teaching in Urdu) --- Jang (Rawalpindi) November, 15, 1980 (U).

No attention has been paid to teach the students of science and technology in Urdu which is the national language of the country. Immediate attention is needed towards this, so that our students could attain the education of science and technology in Urdu without experiencing any problem. If we look at the ratio of failures every year, we would find that majority of the students fail in English. It is therefore necessary to introduce Urdu as the medium of instruction at every level, beginning from the primary level at the moment. Every school where the medium of instruction is English should be asked to switch over to Urdu without further delay.

54. ARIF, Abdus Salam. Urdu Par Angrezi Ki Baladasti (Domination of English over Urdu) --- Imroz (Lahore) October 8, 1980 (U).

It is unfortunate that Urdu which is the national language of the country has still not attained its rightful place. English is still the medium of instruction and it enjoys the patronage at Government level. If one fails to answer the questions in correct English in any competitive examination, he will not be declared successful. It has been observed that a student educated in English medium school will be preferred over a student educated in Urdu medium school. Those who prefer English, argue that English as compared to Urdu is rich both in science and literature. All medical and science books are available in English. Whereas in Urdu the translations of medical and scientific terms are so difficult that the students fail to remember them. This argument is not based on logic.

55. ASHEER, Umair. Medium of Instruction --- Dawn (Karachi) December 28, 1980.

The decision to abolish English as a medium of instruction and the orders given to schools to terminate the Cambridge system of Education in Class I and II is unfortunate indeed. Thousands of children will suffer from this decision. It is believed that the decision was taken for the promotion of Urdu language, of which we are truly proud. The need of the moment is to arrange proper books, teaching staff and the required teaching material in Urdu before embarking on the introduction of Urdu as a medium of instruction. By abolishing the Cambridge system in

Pakistan, the authorities are taking away the basic right of the parents to choose the system of education they like to follow for their children. Lastly, it should not be forgotten that there are thousands of Pakistanis working abroad where their children are studying in English medium schools. When they return to Pakistan, their children will not be able to cope with Urdu medium of instruction.

56. HANIF, Jameela. Maujooda Tariqa-e-Ta'aleem (Present System of Education) --- Mashriq (Lahore) October 19, 1980 (U).

Primary education receive little attention in our country. Project method teaching is the need of the day and should be adopted from primary to higher level of education. This method helps in developing the talents of a student. Group method teaching may also be very useful for our institutions. This does not involve any extra expenditure. Training in practical fields is very important for our students. Practical observations help them in adjusting with life outside school boundries. Use of educational films helps a great deal. This sort of visual demonstration enlarges the vision of our students. Just to teach them through books is not enough. We have to follow the modern techniques of education.

57. KHAN, Aslam. Use of English --- Morning News (Karachi) December 5, 1980.

Before we take any action with regard to removal of English, we must see the pros and cons of the policy. Following are some of the reasons why English should be continued: 1) Pakistan has to export and import its goods to the world in order to survive and the most convenient language we can use is English. 2) We also export our labor to foreign countries and in return earn foreign exchange which helps the country to progress. Here also, the best language of communication is English. 3) The world is advancing in leaps and bounds, and by the time we go on translating modern up-to-date knowledge from English into Urdu, we would be left far behind. 4) Science and technical education is easily imparted to the students through the medium of English.

58. KHAN, Muhammad Azim. Medium of Instruction --- Dawn (Karachi) December 16, 1980.

The announcement that Urdu would eventually become the medium of instruction in schools after a certain period, has caused concern

among a very large section of parents whose children are being educated in properly-run and well-organized English medium schools under the Cambridge system. People who are propagating replacement of English with Urdu must not forget that Pakistan's foreign exchange earnings are through remittances made by Pakistanis working abroad, from the U.S.A., the U.K., Canada, the Middle East. Our students seeking admission abroad for studies will face problems if their knowledge of English is not up to the standard. Furthermore, what will happen to thousands of well-trained teachers who have been linked with teaching through Cambridge System and English medium of instruction? What will happen to all the well-run, well-maintained Missionary Schools and English Medium Schools?

59. NASIM, A.D. Qaumi Zaban Aur Nisabi Kutub (National Language and Textbooks) --- Nawai Waqt (Rawalpindi) November 16, 1980 (U).

The new scheme announced by the Federal Ministry of Education to be introduced in 1981 at the level of Intermediate envisages three compulsory subjects, Urdu or Pakistani Culture, English and Islamic Teaching. In this new scheme the status of Urdu has further been down-graded. Urdu as a medium of instruction has not been mentioned anywhere. Urdu is our national language and if it is not made the medium of instruction, the future of education as a whole will suffer. It is necessary to raise the voice of protest against this scheme. English has once again been given the status of a compulsory subject in the new scheme.

60. QURESHI, Anwar Iqbal. Hamari Qaumi Zaban Urdu (Urdu - Our National Language) --- Nawai Waqt (Rawalpindi) December 18, 1980 (U).

Time has come to take final decision in making Urdu as the medium of instruction in schools and colleges. Urdu should also be used in competitive examinations. In view of the fact that knowledge of English is still considered necessary for any employment in the country, parents prefer to send their children to English medium schools. It is suggested that Government should not allow opening of new English medium schools from the next academic year. What is more, the existing English medium schools should be forced to change their medium of instruction within three years. If immediate steps are not taken in this regard, the supermacy of English will continue and our students will continue to be influenced by Western culture.

61. ZUBERI, I.H. Medium of Instruction --- Morning News (Karachi) December 8, 1980.

If English remains in its present place, we cannot attain national unity because its present position fosters a feeling of separation between State officials and the majority of other people who are not English-knowing. In the interest of national cohesion and unity the national language will have to be given its right place in our scheme of nation-building. What is, therefore, imperative on our part is to replace English by Urdu as a medium of instruction. But this needs to be done stage by stage. First Urdu should be made compulsory as a medium of instruction in primary schools. This will help the students of primary level to be prepared to be taught through the medium of Urdu in higher class. Sentiments and emotions should not be allowed to play in this respect. Any hasty step will only create problems.

62. ZUBERI, Sabina. Medium of Instruction --- Dawn (Karachi) December 25, 1980.

For better education, it is true we need good schools but definitely English as medium of instruction is not a must for a good school. So far as higher education particularly in foreign countries is concerned, nobody is against retaining English. Even now many Pakistanis go abroad for education and training without having the benefit of German, Japanese or French medium of instruction. As regards the concern for thousand of well trained teachers, one need not worry on this account. The people involved would find a way out and most of them would probably switch over to the new medium of instruction. Similarly, there will not be any problem for the well-maintained missionary schools. They would simply adopt Urdu as medium of instruction like other schools. We should rather be proud of our own language and our own culture and have complete faith in our high ideals.

TEXTBOOKS

63. SHEHAB, Rafi Ullah. 30 Million Textbooks --- Pakistan Times (Lahore) October 24, 1980.

There is no denying the fact that our publishers have miserably failed to manage the publication of text books according to the desired standards. Instead, their standard fell day by day, which had a disastrous effect on the whole education system.

The Government of Pakistan took serious notice and constituted a commission of renowned educationists in 1959. The commission made a thorough study of every aspect of the educational system and presented its detailed report and recommendations to the Government. As regards provision of standard text books to students, it was recommended that a national text book board may be established. Again in 1971, the Punjab Text Book Board came into existence. The working of the Boards is briefly discussed. It is pointed out that in spite of every care by boards, genuine complaints are raised. For example, the standard of printing and the paper is poor; books are not available in the market; prices are higher; and so on. All such defects and mistakes affect greatly the mind of the students. Text book Boards therefore, must take immediate steps to rectify the defects.

GENERAL

64. ALI, Nawazish. Education Muddle --- Pakistan Times (Lahore) November 2, 1980.

It is frequently said that a system's success depends on the capacity and co-operation of the people concerned. Discarding the semester system means that Pakistan lacks capable people in the field of education. Many arguments can be offered to condemn the semester system, The description of students' problems does not end with mentioning changes in the system of education. There are many others, equally important, requiring immediate attention and early solution. One of these is the closing of educational institutions for indefinite periods and long vacation. Consequently, schedules of study and examination are disturbed. Quite lamentable is the indifferent attitude of the people concerned towards the problems of students.

65. AWAN, Zahoor Ahmad. Nizam-e-Ta'aleem (The System of Education) --- Nawai Waqt (Rawalpindi) November 1, 1980 (U).

During the last two and half decades only experiments are being made in the field of education. A number of commissions were set up, policies were formulated and new changes were introduced. However, all these changes made little improvement in the education. We appear to be highly sensitive in favor of Urdu, the national language of Pakistan. But how unfortunate it is that Urdu has not yet received its rightful place. English is still dominating. Even then majority of students fail in English every year. We do not pay any attention to this aspect of our education. Semester system is being replaced again by the old system. Dual system of education has also greatly affected the

standard of education. All this needs to be examined dispassionately. This uncertainty needs to be done away with immediately. Urdu should be made the medium of instruction.

66. JAVED, Syed Kausar. Ta'aleemi Nizam Kiyun Inhetatpazir Hai? (Why Educational System Detericrating?) --- Imroz (Lahore) November 26, 1980 (U).

Most of the educational institutions in rural areas are not functioning satisfactorily. These institutions are deprived of basic amenities and facilities. There are also some educational institutions which only exist on paper of the directorate of education. Most of our teachers in rural areas are not true to their profession. Often they remain absent from duty. At the time of annual examination, these teachers encourage cheating. These teachers also go for private tuition. The gradation of schools has also greatly affected the standard of education. Why is it so that in big cities selected schools have been provided with highly qualified teachers, whereas basic amenities are not available for schools in rural areas? In view of this disparity, how we expect to improve the standard.

67. KHAN, Ashfaq Ali. Pakistan Ka Nizam-e-Ta'aleem (The System of Education in Pakistan) --- Nawai Waqt (Rawalpindi) November 18, 1980 (U).

The system of education in Pakistan, as it is in practice these days, is not at all suitable for the country. We are still going with the system we inherited from our foreign masters, and we still have foreign advisors for education. The question of the medium of instruction still lies unresolved. Why English is not being replaced by Urdu, our national language? The answer is quite simple. We cannot take this step because in doing so our foreign master would stop the financial assistance. Our bureaucrats also are not in favor of Urdu, because of their selfish ends. They know it fully well that with the change of medium of instruction from English to Urdu, their children will be the worst sufferers. If we are to compete with the developed world, we must make Urdu the medium of instruction. English should be given the optional status. Unless this is done, we would not make any headway in the field of progress. Let the system of education be overhauled according to the needs of the nation.

68. KHAN, Mrs. S.A. Ta'aleemi Me'yaar Kaisay Buland Ho? (How to Raise the Standard of Education) --- Mashriq (Lahore) October 26, 1980 (U).

It is unfortunate that we are still groping in the dark so

far as education is concerned. The pass percentage every year is falling. Both the students and their parents are at a loss to understand what is to be done. Our planners have failed to provide useful education to the students. Many commissions were set up and recommendations were made but of no use. What needs to be done at the initial stage is to reduce the number of students in a class. No class should have more than twenty students. Our education has no purpose. Our students come to the institutions just to while away the time. Relationship between the student and the teacher is not congenial. Neither the students respect their teachers nor the teachers show love and affection to them. We also do not pay attention to the syllabus. One of the causes for the deterioration of education is that our educational institutions are not properly financed. Annual grant is not enough. The result is the falling standard of education.

69. MUKHTAR, Sardar Mohammad. Ta'aleemi Inhetaat (Deterioration in Education) --- Nawai Waqt (Rawalpindi) October 8, 1980 (U).

The important factors in the field of education are parents, students, teachers, the system of education, and the over all atmosphere of the country. So far as the parents are concerned it has been observed that they often pay little attention to the education of their wards. The result is that the students become careless and fail in the examination. Our students are also responsible for their failure. They do not pay attention to their education. Our teacher is also equally responsible for the deterioration in education. He often found either in looking for private tuition or wasting time in submitting representation for better scale etc. The present system of education is also affecting the standard of education. We have as yet not decided the objective of our education. Every now and then the syllabus changes, new policy comes into force and new directives are issued to the institutions.

70. NAVIWALA, A.S. Education --- Dawn (Karachi) November 5, 1980.

While so much money is being spent on the education, we do not seem to have made a critical assessment of our present system of education and its standard and the calibre of young men leaving the institutions after completing their education. Mass education, as a matter of fact, is the cause of deterioration of educational standards. The system of examination, nowadays, has become **absurd.** The Controller of Examinations has no control over the students who use unfair means in the examination hall. It would be highly educative for our people if some educationists and some responsible newspapers air this matter

in Press, comparing our standard of education and what kind of young men we are turning out from our universities.

71. RABBANI, Talat. Ta'aleemi Me'yaar Girnay Kay Asbab (Causes for Fall in Education Standard) --- Jang (Rawalpindi) November 18, 1980 (U).

Various causes have been attributed to the fall in the standard of education. They include not holding the examination on time; uncongenial atmosphere for study; the wrong selection of subjects; adoption of unfair means in the examination hall; less attention to the students by the teachers; over capacity students in a class etc. All these causes are contributing to the deterioration in the standard of education. It has been observed that the postponment of examinations has become a regular feature. This detracts the attention of the student. It has also been observed that majority of our students do not get congenial atmosphere for study, and it affects their learning. Most of the parents insist their children to take up such subjects which they like, no matter the students have no aptitude for them. Adoption of unfair means in the examination hall has also made the whole examination system a farce. Beyond capacity class room makes the teaching atmosphere almost impossible. The teacher fails to convey his idea and mind to all the students. Unless all these causes are removed, the standard of education will continue to deteriorate.

72. SHER, Mazhar Javed. Hamari Ta'aleemi Pasmandgi (Our Educational Backwardness) --- Imroz (Lahore) December 15, 1980 (U).

The department of education in the country is facing the problem of financial stringency and lack of funds. The situation in our rural area is all the more serious. Very little is being done in the field of adult education in rural areas. The schemes are only on paper. The condition of the existing schools in rural areas need our immediate attention. School buildings are in dilapidated conditions. Only one teacher and that too untrained is engaged to educate hundred or even more students. No school inspector ever visits such schools. Most of our teachers arealso not honest in the performance of their duties. Some of the teachers do not pay attention to the students in the class, so that they could secure private tuition.

73. ALI, Mir Mohammed. Critical Issues of Educational Structure --- In: Technical Education in Pakistan, 65-75. Karachi, National Book Foundation, 1980.

The agro-technical scheme introduced under the Education Policy 1972-80 needs to be reviewed in the light of past experience. The rationale of agro-technical scheme is to provide young people with pre-vocational training. The type of program proposed is, however, too expensive. The extension of agro-technical studies beyond the elementary classes has been critically evaluated in this article.

There are two tables showing sample curriculum of B. Tech. courses. The topic has been described under the headings: 1) second tier of education; 2) place of polytechnics in three-tier system; 3) rationale and scope of B. Tech. courses; and 4) inter-tech. course.

74. ALI, Mir Mohammed. Curriculum Design --- In: Technical Education in Pakistan, 77-86. Karachi, National Book Foundation, 1980.

At present, both, engineering technicians as well as industrial technicians are being trained in Pakistan. The curriculum in vogue in polytechnics produces "engineering technicians," while Swedish Pakistani Institute and some other technical training institutes aim at producing "industrial technicians." In the early period of establishment of these institutions, their products were absorbed in the local market without difficulty. But with the passage of time the situation gradually changed. In this connection, the criticism about diploma holders' competence to perform practical work cannot be ignored. All these factors warranted a critical review of the curriculum.

Four validation charts, relating to activity analysis, are given in this article. The topic has been described under the headings: 1) revised curriculum; 2) training contents; and 3) activity analysis.

75. ALI, Mir Mohammed. Development of Commercial Education --- In: Technical Education in Pakistan, 39-41. Karachi, National Book Foundation, 1980.

Pakistan did not inherit any elaborate system of commercial education. And for a long time after Partition, no attention

was given to the systematic introduction of commerce at the secondary level of education. The Committee on Commercial Education published a report in 1952. It suggested that proper commercial bias could not be laid down unless commercial education was introduced at the secondary level. In 1959, the Commission on National Education submitted another report. It observed that while some schools were offering optional subjects in commerce, the number of pupils taking these options had been negligible. It emphasised the diversification of school curriculum so that pupils may take up agriculture, technical and commercial studies in addition to the compulsory subjects.

The topic has been described under the headings: 1) vocational commercial education; and 2) problems of commercial education.

76. ALI, Mir Mohammed. Education for Economic Growth --- In: Technical Education in Pakistan, 1-5. Karachi, National Book Foundation, 1980.

The standard of development of a country is measured by the quality and size of educational facilities available within a country. No plan of economic development can materialize unless there is a good foundation for education, which is the basis of all such development. The development of science and technology have become key factors of economic growth in course of time. The trend of economic and social progress in the developing countries also demand that special emphasis be placed on technical and vocational education.

There is no doubt that creation of irrigation, power, transport, steel, fertilizers and machine building capacity are all pre-requisites to economic development. But by themselves they do not constitute a sufficient condition of economic growth. These instruments of production should be effectively utilized by the people, who should be trained and motivated.

77. ALI, Mir Mohammed. Educational Development in Pakistan --- In: Technical Education in Pakistan, 7-14. Karachi, National Book Foundation, 1980.

Pakistan's experience in educational planning is reflected by a series of five-year developmental programs implemented during the last thirty years. Technical and vocational education also underwent remarkable changes, quality and quantity wise, during this period.

It is observed that while high priority was given to the

establishment of polytechnic institutes and engineering colleges, the training of skilled workers did not receive proper attention. Whereas, to sustain a reasonable degree of industrial activity, there has to be a definite ratio between the number of engineers, technicians and skilled workers.

The topic has been described under the headings: 1) policy-orientation and formative phase; 2) council of technical education; 3) objectives of polytechnic program; 4) polytechnic curriculum; 5) first five-year plan; and 6) educational imbalance.

78. ALI, Mir Mohammed. Educational Structure --- In: Technical Education in Pakistan, 53 - 60. Karachi, National Book Foundation, 1980.

It is a well established fact that the requirements of technical manpower differ at various levels. We need more skilled workers than technicians. Similarly, the number of engineers and technologists will be comparatively less than the number of technicians we need. Based on this fundamental concept, a system of integration of general, technical, vocational and engineering education has been graphically shown in this article.

Educational programs may become an investment in the development of human resources, if only talented ones are promoted. Admission in engineering colleges and polytechnics should be regulated through aptitude tests. If an individual could not acquire regular education when available to him, he should later on be able to avail it through part-time or otherwise.

The topic has been described under the headings: 1) elementary education; 2) feeder institutes; 3) teachers training institutes; 4) apprenticeship; and 5) colleges of technology.

79. ALI, Mir Mohammed. Evaluation of Institutes --- In: Technical Education in Pakistan, 137-154. Karachi, National Book Foundation, 1980.

The expansion of educational programs has given impetus to the demand for evaluating the programs. The purpose of evaluation of any educational program is to determine its efficiency and relevance to the national needs. The educational system transforms the inputs to an output with desired skills and attitudes. The efficiency of an educational process is the efficiency of the transformation that goes on in a school

system.

The topic has been described under the headings: 1) institutional evaluation; 2) instrument of evaluation; 3) organization of evaluation service: 4) guidelines; 5) administration; 6) the curricula; 7) teaching methods; 8) facilities and laboratories; 9) student personnel programs; 10) the faculty; and 11) preliminary survey forms for review and evaluation of technical institute curricula.

80. ALI, Mir Mohammed. Examination Reforms in Technical Education --- In: Technical Education in Pakistan, 102 - 111. Karachi, National Book Foundation, 1980.

The need for a changing role of the examining agencies to improve the standards of education is more pressing today than at any time before. The standards of any educational system depend on the design of curriculum, teaching-learning process and the evaluation methods. Since long the examinations have been occupying a pivotal position in determining the standards of education. For this reason alone the entire efforts of students and teachers have become examination-centered. Examinations should not only measure student achievement, but in fact should be instrumental in the achievement of desired outcomes through motivational means.

The topic has been described under the headings: 1) internal assessment; 2) integrity of public examinations; 3) shift to internal assessment; 4) future role of the board; 5) plan of examination reforms; and 6) implementation strategy.

81. ALI, Mir Mohammed. Expansion and Consolidation Phase --- In: Technical Education in Pakistan, 15 - 20. Karachi, National Book Foundation, 1980.

The report of the Commission on National Education (1959) recognized education as an investment in national growth. The Commission made a number of recommendations in the field of technical and vocational education. Some of the recommendations have been reproduced in this article.

The emphasis of the Second Five-Year Plan (1960-65) was on the development of scientific, technical and vocational education. During the Third Five-Year Plan, major emphasis in technical education was towards consolidation and expansion of activities in the existing institutions. In the field of vocational training the performance was slow. This situation

resulted in a serious shortfall of skilled workers, estimated at about 180, 700 by 1970. Another remarkable development was the appointment of a "Manpower and Education Commission" in 1968. The commission could have made valuable contributions to education planning. But with the change of Government in 1969 it stopped functioning.

82. ALI, Mir Mohammed. Innovations and Experimentations Phase --- In: Technical Education in Pakistan, 21 - 23. Karachi, National Book Foundation, 1980.

A new "Education Policy: 1972-80" was announced by the Government in March 1972. This policy proposed some radical changes and departure from the existing pattern of education. With the assumption of office by the present Government in 1977, educational planning again underwent fresh orientation. A National Education Policy was announced by the Government in 1978.

The topic has been described under the headings: 1) education policy 1972-80; 2) technical education at degree level; 3) agro-technical courses; 4) matric technical courses; 5) nationalization of educational institutions; 6) revision of polytechnic curriculum; 7) manpower survey; and 8) national education policy. Besides, there are eight different tables to explain the topic.

83. ALI, Mir Mohammed. Issues and Strategy --- In: Technical Education in Pakistan, 47 - 51. Karachi, National Book Foundation, 1980.

Various schemes have been implemented in our system of education from time to time. But somehow the system has not yielded the desired result in terms of quality of education. A stage has now reached to lay proper emphasis on quality of education. The shortage of engineers and scientists can be overcome by importing a technology from developed countries and importing required equipment and plant.

Our system is not linked with the manpower requirements. Under successive education reforms the investment aspects of education are receiving practical manifestation through integration of general and technical education.

Although a beginning has taken place in the shape of agro-technical components at elementary and secondary level, it is

not sufficient to meet the situation. It would be necessary to augument the facilities to meet the demand for access to technical education through formal and informal methods.

84. ALI, Mir Mohammed. Management of Technical Education --- In: Technical Education in Pakistan, 155-166. Karachi, Nationa Book Foundation, 1980.

It may be said that our economic growth is directly tied with the quality of output from technical and vocational education system. But it is frustrating to see that we are not providing the required inputs to the system which include staff, finances and management. The teachers are the pivot of any educational system. In most of the technical institutes 30 to 40% teaching posts are lying vacant. The problem is not in the shortage of qualified persons, but in our inability to retain them in education departments. As a result of shortage the teaching in these institutes has to be carried out by junior persons who are overburdened.

The topic has been described under the headings: 1) financing of programs; 2) supervision; 3) technical and vocational education authority; and 4) cooperation between industry and education.

85. ALI, Mir Mohammed. Non-formal Educational Programs --- In: Technical Education in Pakistan, 61 - 63. Karachi, National Book Foundation, 1980.

The menace to the society is more from such persons who see gloomy prospects for themselves and develop a frustrating attitude. A system of intensive short-term trade-training is necessary to enable such persons to join the labor force as skilled, semi-skilled and unskilled workers. This would be a major step towards vocational rehabilitation of adults.

There is a trend of heavy migration of rural population to the cities to seek better jobs. But due to high rate of population growth and limitation of cities to absorb such influx, many will still have to stay in rural areas. The rural students may be interested in learning simple skills such as farming, carpentry, masonry, wood-work, etc. Therefore, the need for establishing a school for the skills needed by the community cannot be overemphasized.

86. ALI, Mir Mohammed. Research and Innovations --- In: Technical Education in Pakistan, 113 - 135. Karachi, National Book Foundation, 1980.

Research, as means to improve quality and standard of education, is new to our education system. It is, however, heartening to see that educational research is already beginning to gain acceptance and popularity at higher level of our educational administration.

There is an immediate need to relate the technical education and training more closely to manpower planning. For a balanced development of technical education, the contents, methods and structure of the training program have to be developed.

The topic has been described under the headings: 1) curriculum development and research center; 2) teaching-learning resources development; 3) educational innovation; 4) text-book board and book bank in technical education; 5) aptitude testing; 6) industrial training; 7) sandwich training programs; 8) three-tier technician education system; 9) feeder institutions; 10) two year polytechnic; 11) college of technology; 12) technicians training on modular system; and 13) professional examinations for upgrading of technicians.

87. ALI, Mir Mohammed. Staff Development --- In: Technical Education in Pakistan, 87 - 102. Karachi, National Book Foundation, 1980.

The quantitative expansion of technical education during the last 25 years now warrants to the quality aspect of education. It has been recognized that the ultimate quality of curriculum and training depends upon the quality of teachers. The teacher of a technical or engineering college should, in particular, possess a clear and realistic understanding of technical education.

The topic has been described under the headings: 1) duties of teachers; 2) qualifications of teachers; 3) preparation of teachers; 4) ratings on staff development needs; 5) recommendations; 6) role of different agencies in staff development program; 7) professional examinations for teachers; 8) objectives and strategy; and 9) the scheme.

88. ALI, Mir Mohammed. Vocational Education for Females --- In: Technical Education in Pakistan, 35 - 38. Karachi, National Book Foundation, 1980.

Vocational education for females has been in operation in Pakistan since its inception. The schools which have been offering this form of education were known as Industrial Schools for Girls, run under Industries Department. Due to general increase in the cost of living, the economic life of an average family has been badly hit. Dress-making, embroidery, knitting, internal decoration, etc. are essential requirements that cause heavy expenditure in a family. A woman trained in this vocation can earn her livelihood and can support her family dependents if the need arises. The reasons which justify the establishment of vocational institutes for men equally apply in case of women.

The topic has been described under the headings: 1) re-organization of vocational schools; 2) teacher-training institute for women; 3) polytechnic institute for women; and 4) vocational training for rural women.

89. ALI, Mir Mohammed. Vocational Training in Private Sector --- In: Technical Education in Pakistan, 43 - 45. Karachi, National Book Foundation, 1980.

Due to growing demand for technical personnel within the country people are now rushing for technical training in large numbers. Thus, besides the Government owned institutions many private institutes are offering training facilities in technical and commercial trades.

Every institute imparting technical, vocational and commercial education, is required to get itself registered with the Board of Technical Education. As an essential measure, the issuing of certificates and diplomas by any agency other than Board of Technical Education has been banned. The Board has approved short-term trade courses in 19 trades. The intensive nature of the training scheme provides considerable practical and theoretical knowledge to persons already in jobs. It also gives an opportunity to those who are neither employed in any vocational trade nor are able to attend a full-time course.

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